The Volunteer

. . . a newsletter by and for the Volunteers of the Peace Corps

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West Africa

Photo: Peru Trainee John Delgado

WISE OLD SAW is guided by a pretty young hand as members of Peru III in training at Cornell study slaughtering, skinning, and butchering of livestock. Volunteers of Peru III will do urban and rural community-development work after training in Puerto Rico.

Shriver Sees Asia Volunteers

Peace Corps Director Sargent Shriver got a real taste of Volunteer life as he made a month-long inspection tour of projects in Southeast Asia.

On his 10,000-mile tour of the Philippines, Thailand, Malaya, North Borneo, and Sarawak, Shriver travelled by plane, helicopter, bus, car, motorboat, canoe, raft, and foot.

He and Peace Corps aides talked and listened to hundreds of Volunteers, individually and in small groups, hearing about their work and their home life, their projects and their problems.

Like the Volunteers, Shriver and

(Continued on page 4)

West Africa

A special section on teaching in West Africa begins on page 5.

Peru Is Calm; Peace Corps Plans Proceed

At 3:30 in the morning of July 18, the armed forces of Peru, dissatisfied with results of the June elections, took control of the government from President Prado.

Repercussions were felt not only in Washington and other capitals of the hemisphere but also in Ithaca, N.Y., and Puerto Rico, where Peace Corps groups were in training for service in Peru.

When, following the coup d'etat, the U.S. failed to recognize the new administration in Peru, the future of the Peace Corps program in that country became doubtful.

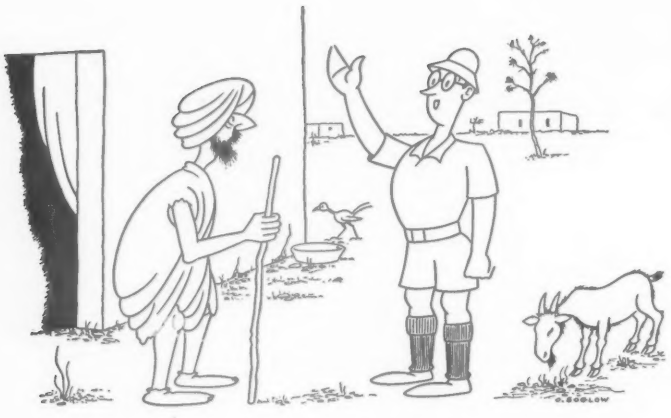
Peace Corps Affected

In Puerto Rico, the 69 trainees—social workers, nurses, nutritionists—bound for duty in Arequipa and communities in the Andes, were about to finish training. They were ordered on home leave, not knowing whether they would be assigned to Peru or to some other post in Latin America.

In Ithaca, 91 trainees were nearing the end of their orientation at Cornell, from which they were to head for Puerto Rico and final training there.

Diplomatic moves followed: President Kennedy called the coup "damaging to the spirit of the *Alianza para el Progreso*"; Ambassador James Loeb was recalled. The trainees continued to wonder.

(Continued on page 4)



"Sarge Shriver sends greetings."

Drawing by O. Soglow
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World Parley to Discuss 'Mid-Level' Labor Needs

An international conference to discuss the shortage of "middle-level manpower" in emerging countries of the world is being sponsored by the U.S. next month in Puerto Rico.

"Middle-level manpower" refers in general to the kinds of skills with which Peace Corps projects are concerned: teachers, nurses, surveyors, mechanics, community-development workers, laboratory technicians.

Most economists believe that the scarcity of these skills is the principal obstacle to economic progress in emerging countries.

Skill Shortage

The meeting will be the first international conference on this critical shortage of skills. High officials of 36 countries (industrialized and emerging), specialized United Nations agencies, and private voluntary agencies will attend.

Principal aims of the conference are:

- To evaluate the shortage of middle-level manpower.
- To promote new ways to train middle-level manpower, both in and out of school systems.
- To find ways in which countries can contribute volunteer assistance to serve the needs of emerging nations.
- To find ways of directing existing middle-level manpower of developing countries into volunteer projects to elevate unskilled labor.

Delegations Attending

The conference will be held Oct. 10-12 at San Jaun. Vice President Johnson will lead the U.S. delegation, which will include Health, Education, and Welfare Secretary Anthony Celebrezze, Acting Labor Secretary Willard Wirtz, and Peace Corps Director Sargent Shriver.

Peace Corps host countries planning to attend are:

Bolivia, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Ethiopia, India, Ivory Coast, Jamaica, Liberia, Malaya, Nepal, Nigeria, Philippines, St. Lucia, Sierra Leone, Tanganyika, Thailand, Tunisia, and Venezuela.

Books, Books, Books, Books— By the Trunkload

Many Volunteers have written to Washington that they need books to help them in their work as well as in their private study. To meet this need, footlockers packed with scores of publications are on their way to Volunteers in 39 countries.

The books vary from country to country. Each footlocker contains books on the area where the Volunteer is working and, in some cases, in the language he is learning. All the lockers contain books on contemporary U.S. economics, social problems, and government, as well as classics of American literature and thought.

Easy Texts

The Ladder Series includes books written for the reader with only a thousand-word vocabulary. Other simple materials may help Volunteers to teach children and adults to read English.

The collections include reference books which range from The *World Almanac* to Dr. Spock's *Baby and Child Care*. Several publications are of purely recreational value

Books to be Left

At the end of their two years, Volunteers will be expected to leave the books in their host countries.

Each household of Volunteers will receive one footlocker of books. The first shipment has already left the United States by sea, and some 20,000 books are now on their way to Volunteers in the field.

Calling All Poets

Volunteer Eugene Orland is preparing an anthology of Peace Corps poetry. Volunteers who have written poetry based on Peace Corps experiences are invited to submit manuscripts to Eugene, c/o Lawrence Fuchs, Peace Corps Representative, American Embassy, Manila, Philippines.

Tricks of the Trade

Food Cooler Is Simple, Cheap to Build

An iceless refrigerator is easy and cheap to build, and helps to keep food from spoiling in countries where heat and insects are a problem.

The refrigerator, as shown in the sketch, is a small, wood-frame locker covered with fabric. The locker stands in a drip pan, and has another pan on its top, from which wicks of fabric draw water to keep the covering wet. Evaporation of water from the fabric on the sides will keep the locker's interior cool.

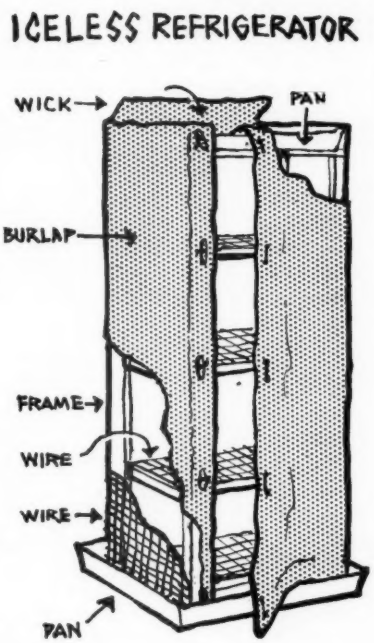
Build Frame First

Start by building the frame. A good size for the locker is about 56 inches high by 14 wide and 12 deep.

Make and install shelves: lightweight wooden frames covered by wire mesh or woven plant matter.

Around two sides and the back of the locker, fix wire screening, hardware cloth, woven grass or branches. For the front, make a door, screen or thatch it, and hang it, using hinges made from leather straps, several thicknesses of canvas, or strips from an old tire casing.

All woodwork should be painted or oiled (linseed or olive) and allowed to dry for a few days.



Make a cover of burlap or any coarse cloth, and attach it—smooth side out—to the frame with the ends meeting at the door opening. Leave several inches of excess fabric at the top and bottom.

The bottom pan should be about four inches deep and big enough to accommodate the locker and the skirt of the fabric.

The top pan should be the same size as the top of the locker or somewhat smaller. The excess fabric at the top should be long enough to reach well over into the pan. The refrigerator will work better if 8-to-10-inch wicks are made of doubled fabric and sewn to the top of the cover so that they can be flopped over into the top pan.

Door latches can be made of twistable wooden cleats which can attach to the door frame.

Use of Refrigerator

To operate the refrigerator, keep the top pan filled with water. Water will be absorbed by the wicks and the top of the fabric, and will saturate the cover.

Dampen the cover at the outset; it will start the absorbent action more quickly.

The refrigerator should be cleaned and sunned weekly. It is a good idea to make two covers so that one can be used while the other is being washed and aired.

Kith and Kin of Volunteers Form Home-Front Support Group

Parents and friends of Peace Corps Volunteers from in and around Los Angeles have formed the first citizens' committee dedicated to assisting the Peace Corps.

At meetings in Los Angeles, relatives and friends of Volunteers met to form the committee. They christened their group the Peace Corps Service Organization.

Fifty-five persons came to the first meeting; some drove 150 miles to attend.

Members of the new Peace Corps Service Organization will distribute literature and serve as speakers on overseas opportunities in the Peace Corps.

They will encourage local projects to aid Volunteers in their work, and they will conduct educational meetings featuring speakers and films on countries in which Volunteers are at work. The group also will help to organize Peace Corps clubs among high-school students.

Chairman Named

Elected temporary chairman of the new group was J.W. Waters, a Los Angeles public accountant and father of Volunteer Alice Waters (Philippines). Mrs. Leon Johnson of Santa Monica, mother of Volunteer D. Allen Johnson (Philippines), is temporary secretary-treasurer.

The Peace Corps Service Organization in Los Angeles is open to anyone from that area who is interested in the Peace Corps.

Another Group

The Peace Corps will be co-operating with the new group and with any similar organizations formed elsewhere. A second is already started in Seattle, Wash., under the temporary chairmanship of John Young, father of Volunteer Marqui Young (Nigeria).

In response to inquiries, the Peace Corps Community Relations Section has prepared a list of do's and don'ts for persons who want to form such organizations. Copies may be obtained by writing the Peace Corps Community Relations Section, Washington 25, D.C.

Photo: Peru Trainee John Delgado

MEATY NECKLACE gave a laugh to this Peru III trainee during butchering class at Cornell University.

Peru Projects On the Move

(Continued from page 1)

The trainees who finished home leave were sent to the Experiment in International Living at Putney, Vt., for 30 days' more training. The Cornell group "graduated" on schedule and headed for Puerto Rico.

Situation Eased

Meanwhile, the situation in Peru eased. The military junta stated it would hold free elections and promised to respect the results; it released President Prado and allowed him to leave the country; it restored the freedoms of speech and of the press; it announced that all political parties again were free to campaign.

Once these assurances were clear, the U.S. on Aug. 17 recognized the new government. The Peace Crops scheduled the 69 trainees at Putney to arrive in Lima on Sept. 8, the Cornell group on Sept. 22, with 59 urban-development workers to follow from Puerto Rico in November.

Shriver Sees Asia Volunteers

(Continued from page 1)

party slept on woven mats in palm-thatched bamboo huts, and ate such local foods as "thousand-day eggs" and chicken heads and feet.

Shriver found the wettest leg of the trip in North Borneo, where he arrived only a day after 35 Peace Corps Volunteers, the first official U.S. group ever stationed in North Borneo.

Shriver and party drove 45 miles upland from Jesselton, the capital, to the village of Kota Belud. Rain-soaked roads forced the party to abandon one of its three Land Rovers because it had only two-wheel drive; the party pushed on in the two other vehicles for 10 miles over a muddy path.

Visited Couple

At Mile 10, a village with no other name, Shriver visited a Peace Corps teaching couple and then headed back to Kota Belud.

By this time, rain was falling in torrents. The party took three hours returning to Kota Belud, only to find that the flash floods had made the bridges beyond impassable.

The following day, told that floods might keep them in Kota Belud for two days, the party used rafts to cross two rivers, and eventually found a vehicle and a road dry enough to permit return to Jesselton.

Earlier, on his tour of Thailand, Shriver had set out in a Thai helicopter to visit a Volunteer at Mahasarakam Teachers College in a remote area. Heavy rains forced the helicopter to make an emergency landing in a rice paddy.

In the Philippines, where Shriver's tour began on Aug. 10, the party covered 4000 miles in visiting six major islands.

To reach one isolated Volunteer, Shriver rode four hours over a bumpy road, spent another hour in a motorboat, and then had to wade ashore on the small island of his destination.

Visit to Sukarno

At the end of his trip, Shriver visited President Sukarno in Djakarta, Indonesia, to discuss the possibility of a Peace Corps project there.

Following his tour, Shriver expressed gratitude at the reception of Volunteers by their host countries.

"I met dozens of local officials who said of the Volunteers: 'Send us more,'" Shriver said.

This trip abroad is Shriver's third since he became director, but his first in which he has had the opportunity to take a close look at Volunteer work. He plans to visit Volunteers in other parts of the world as soon as possible.

Volunteer Scores In Somali Speech

A Volunteer assigned to the Somali Republic made his mark on the day he arrived. At a reception held by the Ministry of Education to welcome Peace Corps Volunteers, the Volunteer answered the governor's official English greeting by speaking in Somali.

In the past, several Peace Corpsmen have admirably presented salutations in the native tongue of their host country. But the Volunteer scored as the first foreigner to deliver a response in Somali since the country became independent two years ago.

Puerto Rico Camps Visited by Johnson

On a recent trip to represent President Kennedy at the 10th anniversary celebration of the Commonwealth of Puerto Rico, Vice President and Mrs. Johnson paid a visit to Peace Corps training camps on the island.

The Vice President, who is chairman of the Peace Corps National Advisory Committee, gave an address and awarded certificates at the graduation of the Ecuador and Peru groups.

Mrs. Johnson, who deemed the 200 trainees "sturdy and well scrubbed," spent a day following the camp schedule and attending classes.

Teaching in West Africa

Volunteers Sum Up Progress, Problems

Peace Corps teachers have thus far received less recognition than have Volunteers building bridges or other visible structures in host countries. The value of the teachers' efforts can be weighed two ways: at this time, Volunteers are providing instruction for students who otherwise would have no teachers; in years to come, teachers can have the satisfaction of knowing that they have contributed to their host country's intellectual growth.

Teachers' work is seldom photogenic, although its ultimate result—the development of a nation's thinking habits—will in time produce as profound a change in a growing country as any project ever could.

Half of all Peace Corps Volunteers are in teaching projects throughout the world. Here, then, is a special section devoted to teachers in West Africa as their work reflects the similarities—and the dissimilarities—of all teaching projects.

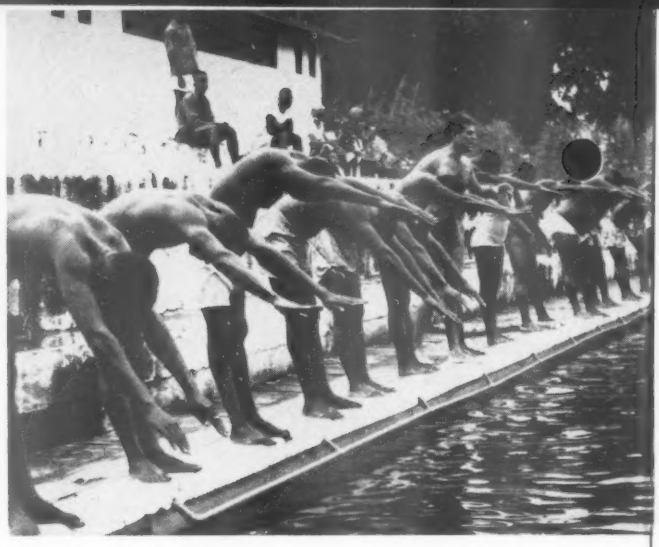
"In Africa, teachers are classroom pioneers in a sense which has become rare in the United States," writes a Peace Corps Volunteer from Ghana.

"Teaching here, where the need is so great," says another in Sierra Leone, "is the experience of a lifetime."

"Not all is peaches and cream," writes a Volunteer from Nigeria to a friend considering Peace Corps service. "But I think you will find, as I have found, that the

GHANAIAN STUDENTS are helped on their way by Volunteers like Donald Groff (above), who is shown teaching the use of a balance for chemistry, and Darlene Malcolm (below), shown correcting a written exercise in a class of girls.

Photos: Black Star



SUMMER SWIMMING LESSONS for 40 Sierra Leonean secondary-school students (left) and 60 policemen (right) were initiated by Volunteers John Weinberg (left), Murray Stern, and Rochelle Clifton. Successful despite traditional African fear of water, the program will soon become part of police training, as well as an extra-curricular activity in Freetown secondary schools, where the Volunteers are teaching.

rewarding and meaningful experiences far outweigh the disappointments and frustrations."

* * *

Nearly 200 Peace Corps Volunteers began teaching in three new West African nations during the 1961-62 academic year. Their work is doing a great deal to alleviate the acute shortage of teachers in the rapidly expanding school systems of Ghana, Nigeria, and Sierra Leone. In Ghana, 51 Volunteers are helping to staff secondary schools whose numbers have increased from 40 in 1957 to more than 70 today. In Sierra Leone, the 37 Volunteers who arrived in January, 1962, substantially increased the existing ranks of qualified secondary-school teachers. In Nigeria, 83 Volunteers are helping meet the estimated total of 1000 additional secondary teachers Nigeria will need each year for the next decade. Despite the additional teachers, secondary schools throughout West Africa, can rarely accommodate more than 15% of those who finish primary grades.

The Schools

The schools where Volunteers are teaching vary from small ones in the bush with 80 to 100 students to the largest in the cities, where there may be up to 600 students.

The buildings likewise vary from the most modern, up-to-date, and fully equipped, to bare whitewashed huts without running water or electricity where the only equipment may be "chairs and tables, a wooden blackboard, chalk and an eraser."

Diane Dwyer teaches science at Achimota College in Ghana, known as "the Eton of West Africa," a flourishing institution so well equipped it has a model zoo. Typical of newer Ghanaian schools is Barney Chessin's in Tafo: "There is a sky-blue administration block, with no equipment; a pink auditorium-dining building, which will also serve as art building, if we ever get an art teacher; and a classroom block which doubles as dormitory for 68 boarders. Then there are four bungalows, the staff quarters."

Throughout West Africa, modern schools like these have sprung up on the outskirts of small towns in the rain forest or along the coastal plains. Though buildings often stand completed, furnishings and equipment are still sparse. Another Ghanaian school, at Dodowa, is a converted British army camp. Tom Livingston says it has "walls of the traditional whitewashed mud, roofs of rusty corrugated steel, and blackboards that are just that—boards painted black. Since we have neither doors nor screens nor windows, we occasionally have visitors—chickens or goats that wander into the classroom."

Volunteers have reported as much variation in teaching assignments as in the type of schools they were sent to. In some schools, the subject matter and schedules were rigidly prescribed. In others, Volunteers had to start from scratch, even, for example, deciding which science to teach, ordering textbooks, and making up a course outline to prepare students for the comprehensive West African School Certificate Exam.

More Teachers for West Africa

The number of Volunteers teaching in Ghana, Nigeria, and Sierra Leone has increased by about 225 in August and September.

Other West African countries—Cameroun, Ivory Coast, Liberia, Niger, Senegal, and Togo—received their first groups of Peace Corps Volunteers: about 270 secondary and vocational teachers.

The Curriculum

The secondary curriculum in Ghana, Nigeria, and Sierra Leone is entirely directed toward this School Certificate Examination, described by one Volunteer as "the be-all and end-all of the West African school career." A student passing this exam is permitted to go on for two years in the sixth form (roughly equivalent to two years of American college). He then sits for the West African Cambridge Higher School Examination, and if successful, he may go on to a university. If he gets a "first" (honors or an "A"), he may even win a scholarship to study in Britain or the United States.

As former British colonies, all three countries have school systems patterned on Britain's. Normally, five years of primary school followed by up to four of middle school prepare the student for secondary school, admission to which is gained through the Common Entrance Examination. English-language instruction starts in the third year of primary school; in secondary schools, all instruction is in English.

In the first three "forms" (years) of the five-year secondary school, students carry 11 or 12 courses each year. Since the presentation of any subject is stretched over several years, students juggle dozens of textbooks as well as little green exercise books in which they do their lessons. A typical third-former might be taking English language, English literature, history, geography, French, Latin, Fanti (or some other vernacular), general science, religion, algebra, geometry, and arithmetic—all at the same time. In the fourth and fifth forms, the number of courses usually drops to eight.

Because there are rarely enough teachers, Volunteers often find themselves taking on subjects other than their specialties. In Sierra Leone, Jamie Whitbeck and Ellis McKinnon teach carpentry and agriculture as well as English. Another Volunteer has been carrying courses in science and three kinds of math besides his own subjects, history and geography.

Teachers' Duties

Teaching loads average about thirty 40-minute periods a week, with five or six hours of class a day, and about 30 students in each. Volunteers with as few as 24 periods a week have more time for preparation and opportunity to offer extra lab sessions, review work, and special tutoring.

Most Volunteers have administrative as well as teaching duties. The most common job is that of housemaster or housemistress to dormitory students—a good way of getting to know students on a level different from that of the classroom. Other Volunteers have served as librarians, and several run dispensaries. One acted as headmaster while his regular headmaster was in the U.S. on a leadership grant.

The "typical day" for a teacher in West Africa varies a good deal depending on the number of his courses, extracurricular activities, and special duties. At some schools, the day begins with calisthenics; at others with assembly or chapel. Because of the intense heat, classes start around 7 a.m., and finish in the early afternoon. Two hours at the hottest time of day are generally a rest period. Study, laboratory sessions, and sports resume in the late afternoon, when the temperature begins to drop. Evenings are reserved for study and occasional entertainment. "Lights out" comes at about 9:30.

The Students

West African students are keenly aware of the importance of education. Many undergo real hardships to achieve it. A Volunteer in Northern Nigeria writes, "Some of the boys here have run away from home to come to school." But often parents make sacrifices so their children can get an education. John Buchanan in Ghana says the father of one of his students, a farmer earning 100 pounds sterling annually, "spent 66 pounds of this amount to send his son to secondary school for one year."

Entering secondary students may be anywhere from 12 to 20 years old. The relatively high cost of education is one reason African students tend to be older than their American counterparts. A second reason is that until the recent crash programs, existing schools were few and far between. As a result, it often takes students up to 10 years, instead of the expected seven, to finish primary and middle school.

While secondary education is still limited to a numerical elite, not all students are brilliant. According

TYPICAL OF NEW SCHOOLS in Ghana is the Art and Dining Building at Tafo Secondary School. The school last year had no art teacher.

COMPLETED BUT UNUSED for lack of equipment is the new science building at Tafo school, where Volunteer Barney Chessin teaches history.

CLIMBING ABOARD a Ghanaian school bus presents a problem for math teacher Carol Waymire, who welcomes a boost from a helpful student. Carol's efforts brought laughter from her fellow riders, secondary-school girls bound for the city of Kumasi to visit the city library. Carol's students must make the trip until the library at their own school is completed.

Photo: Black Star

to the Volunteers, the common background of most students entering secondary school is "little or no contact with the outside world." Only a few have the advantage of educated parents. Although Volunteers have found the same differences of talent and motivation among their students as among students in the United States, Jared Dornberg, teaching in the Nigerian bush, cautions: "One should not confuse the more sophisticated student of the big cities with ours, whose background is limited to a mud hut and subsistence-level groundnut farming. Our student has seen little and experienced less. . . . Some have little or no desire to attend school because an increase in their education standing means they are cut off or uprooted from all they have known. In the vacations they return home and often fall back into old patterns of existence simply because that is all that is offered or it is much easier. They have received so little of things which we take for granted that I am often amazed at how well they are really doing."

Startling gaps in knowledge crop up even among the most eager and intelligent students. Liz and Carl Ehmann write of a top 18-year-old third-former: "He's heard of China, but doesn't know who or what it is. He knows of the earth, moon, and sun, but doesn't know that they're part of a system, or which moves round the other." Such gaps as these may lead students to make classic "boners" like this answer on a geography test: "Mozambique is off-shore during part of the year."

Outside the Classroom

One of the Volunteers' greatest satisfactions comes from extending the student-teacher relationship beyond the limits of the classroom. They give extra help in schoolwork to those who need it and personal advice to those who seek it.

Volunteers find that their students are interested in any outside activity which they might begin—photography, scouting, art, nature study, dramatics, music, debate, etc.—"anything which gives them a glimpse of something beyond their limited horizons." Both men and women Volunteers have coached such school sports as track, field hockey, soccer, basketball, tennis, and swimming. They have organized field trips, taken students to sports events, festivals and amateur theatricals, foreign-trade fairs, factories, museums, libraries, hospitals, and radio stations.

Language Problem

Perhaps the Volunteers' greatest satisfaction, however, comes from their slow, day-to-day progress in overcoming more fundamental problems in the classroom. One stumbling block often mentioned by Peace Corps teachers in West Africa is the problem of language: how to get across to students accustomed to British English or its local variations. "Some time after our first month of teaching," wrote a Volunteer couple in Ghana, "the students admitted that during the first two weeks they hadn't understood a word we said." To overcome the drawback of their American idiom and accents, Volunteers had to speak more slowly and pronounce everything with a distinctly British flavor.

The communication problem also stems from a more serious difficulty: English is a second language for West African students, one in which they often have only shaky foundations. "In all their classes," writes a Volunteer, "they battle on two fronts: first they strain endlessly to understand the English language, and then the subject matter."

One Volunteer feels she can register her minute-

to-minute progress in the "agonized facial contortions" when her Nigerian students cannot understand, or the "angelic smiles of glee" when they are actually catching on to something.

Teaching Materials

The severe shortage and sometimes total absence of basic teaching materials demand more on-the-spot resourcefulness than do schools at home. Textbooks, maps, paper, compasses, protractors, rulers, and science equipment—from test tubes to microscopes—are always hard to come by. Local government budgets are so overtaxed that filling requests is a slow affair. When there is an immediate need, Volunteers use all their ingenuity at making do with things at hand.

When there are no textbooks, Volunteers type lessons by hand and have their students copy them. Others obtain books by appealing to friends in the United States. Teachers use as illustrative materials anything they can find: magazines, newspapers, slides, records, and books they have brought from home. Science teachers hindered by lack of demonstration equipment have invented such simple devices as a range finder that can be made of wood, nails, glue, and mirrors available at local markets.

From a professional point of view, Peace Corps teachers encounter still other, more subtle difficulties. As a Volunteer in Ghana put it: "Students understand the need for education better than they understand the way properly to achieve it." In brief, they depend too exclusively on rote learning. Robin Limpus was amazed at university students in Nigeria who "memorized whole plays of Shakespeare in order to identify parts and speeches on examinations." Secondary students rely on similar feats of memory to get through their School Certificate Examinations.

To West African students, departures from the syllabus are tantamount to frivolity and definitely a waste of time. Too often, when Volunteers bring up outside topics, or treat subjects in a new way, they get a resentful chorus of: "But sir, it's not on the syllabus!"

The desire to develop more advanced intellectual skills, to train students in critical thinking, is perhaps the Volunteers' most ambitious goal. Peace Corps teachers want their students to end up as more than professional exam-takers.

Dave Hibbard in Nigeria, for example, aims at more than having students understand by simply memorizing principles. By having them perform experiments, he tries to convey the excitement of scientific discovery.

Africanizing the Syllabus

Another problem Volunteers cope with is trying to Africanize their courses. Peace Corps teachers heartily agree with West African Education officials that the secondary-school syllabus must become more relevant to national needs. The uniform syllabus and examination system has set an undeniably high standard for secondary education in Ghana, Nigeria, and Sierra Leone. Yet subject matter is still too closely geared to entrance requirements of British universities and the cultural world of English schoolboys.

Volunteers are constantly on the lookout for the few existing textbooks written specifically for African schools. Several have discovered a new series of British readers for French classes. "The text," reports Loren Jenkins in Sierra Leone, "is completely geared to the African context. Its illustrations are African, its stories deal with Africa, and its vocabulary is African from *fufu* [a kind of staple African food] to *Zulu*."

Relating 19th century English novels like *The Mill on the Floss* to an African context has become easier for one Volunteer since he supplements these required books with African works. This fall another Volunteer, Newell Flather, will teach a course he has prepared at the request of his Ghanaian headmaster, changing the emphasis of the school's history curriculum from British to West African.

The Job Ahead

Coping with a new environment, adjusting to an unfamiliar education system, making do with rudimentary equipment, straining to be understood, finding new ways to stimulate thinking and learning, and helping revise outmoded curriculums—these are the tasks that make teaching in Africa a challenging and demanding job. The Volunteers have many discouragements. Success or failure is difficult to measure. Yet now and then come rewards like this composition written by a beginning Ghanaian schoolboy about his Peace Corps teacher:

"The most important person to me is [my teacher]. He is an American. He is master in my school. The subject thought by him are English, History, and Geography.

"He is important to me because in his lessons he used his possibly best to teach us and understand well. He also helped us when you have any difficulty and ask him. He usually gave people good advice to learn hard and teaches us correct way to solve our problems. Even when he did not know you and came across you in danger he will helped you before he will left you. I respect him because he is very kind man. Also I wanted him to teach me in his subjects well to be good in it and take it as my subjects. I respect him very much because he is a simply man, and respects himself and each other."

ATTENTIVE AND EAGER, these Ghanaian boys watching a classroom demonstration are typical of West African students seeking an education.

Photo: Black Star

Teaching in West Africa

You Have to Say 'Palm' For 'Oak,' 'Yam' For 'Potato'

Roger Hamilton and his wife taught for a year as Peace Corps Volunteers at Half Assini, a village in Ghana. Because they are expecting a child, and since medical care is limited in Ghana, they returned to the United States this summer and resigned as Peace Corps Volunteers.

By Roger Hamilton

Carol and Roger Hamilton

As a former teacher in a secondary school in a remote Ghanaian village, I have been asked to make a few first-hand observations on my job. Although my wife and I came into little contact with cosmopolitan Africans, our experiences were enlightening in terms of the profound changes taking place in West Africa.

The school where we lived and worked is situated in the southwestern corner of Ghana, 250 miles from Accra, the capital, on land which only a few years ago was a forest of coconut palms and dense bushes, close by a vast and almost impenetrable jungle. My wife, Carol, and I and a priest at a nearby mission were the only "Europeans" in the vicinity. (Americans are "Europeans" to most Africans.)

Not far from Half Assini, a village of bamboo and thatch, the school stands as an island of modernity in cement and glass. Now only two years old, the school was built in a crash program which put up dozens like it all over the country.

Staffing this institution and the many like it is difficult in a new state which till recently turned out few graduates interested in teaching. Of these, a high percentage of graduates willing to teach in cities rejected assignment to country posts and went instead into business or government.

Our school had only two "forms" (grades) of the usual five of secondary schools. Additional forms at our school will be added each year as the students progress upward. Because the school was new, it had an atypical second form composed of students who until two years ago had not had a secondary school to attend. Consequently, the age range for students in the first and second forms was from 15 to 24.

Contrast in Students

Teaching the older students was rewarding because of their maturity and desire to learn; teaching the younger ones was sometimes frustrating because of their immaturity and their inadequacies in English expression.

Aside from the headmaster, who was away on business a good deal of the time, and one other Ghanaian master, my wife and I were the only university-graduate faculty members for the school's 100 students, 17 of them girls.

Carol taught English language and literature to the second form, and literature to the first form. I taught French to both forms, African (actually Ghanaian) history to the second form, and ancient history to the first form. We each taught about 24 hours a week and spent another 12 in preparation.

Transition and Conflict

We found young Ghanaians caught in the conflicting currents of transition. The newcomer could at once perceive the contrast between what their past lives had been and what their future lives would hold.

Our students were selected from the promising youth of villages from as far as 100 miles away. Most of them, however, came from simple backgrounds, from families in which the father and even elder brothers were illiterate or had only a primary education at best. Consequently, the village home-life rarely encouraged the student in his schoolwork.

Although the parents of many of our students evidently had pushed their children to get an education, some fathers and uncles (uncles usually assist in paying school fees) have only a vague notion that the education they are paying for will some day help the children to earn a better living.

Ties between old and new are further strained because when elders

send a child away to school, his loss deprives the family of manpower. Furthermore, chances are that a child who is educated will never return to live in his village.

Tensions between old and new generations are partly alleviated by a scholarship program, so that the government pays part of the school fees. On the other hand, almost all secondary schools are boarding institutions, so that students are isolated from their home communities, thus widening the gap between students and their families, and traditional forms of life.

Classroom Complications

Aside from problems resulting from family confusion the student faces perplexities in the classroom. He must adapt to an alien form of expression. He is more or less prepared for speaking English—the teaching language of secondary school—for he has studied English since about the third year of primary school, which is now compulsory in Ghana.

His understanding and use of English may be poor, because of inadequate teaching. But his proficiency in English may give him pride, for English is the language of government and of business, and knowledge of it raises his status.

A thoughtful student may be bothered by the irony that English and French, the languages of Africa's two formerly predominant colonial powers, are essential to Africa's development as a community of independent countries. This, of course, is because of the vast language differences not only on the continent but also in each country.

Native Tongues

In Ghana alone, a country of about seven million persons, there are about five completely unrelated tribal languages, and numerous tribal dialects for each; thus government and business affairs must be conducted in English. Even so, the student, though speaking and reading English in class, clings to his native tongue when chatting with fellow students or when sent home to collect his fees.

A further source of confusion to the student is the material studied in some of the courses. Even since the first colonial schools, British texts have been used. Unless they are edited for the overseas student, their contents mostly are irrelevant to the experience of the African village student.

English stories and novels, like Jane Austen's *Emma*, dealing with social concepts such as monogamy or romantic love, may baffle a whole class. The French book from which I taught refers to traveling to school on the subway and visiting a store to buy a long list of European commodities unknown in West Africa.

Even African affairs, if they do not relate to situations found locally, baffled the students. My wife found difficult to discuss in class Paton's *Cry the Beloved Country* because her younger students could not understand the issue of racial prejudice. As an example of their naive view of this issue: one boy asked me if he would turn white when visiting the United States.

Bias Lacking

The lack of understanding of racial bias is partly because Ghana itself never has had a really settled white population. (In our village my wife and I and the priest were the only foreign contacts many of the inhabitants had ever had.) Thus the "civilized" concept of social intolerance never has penetrated.

Working with the genial and tolerant personalities of the rural students mitigates most teaching problems, and makes the job of teaching rewarding in the end. Disciplinary problems, at our school at least, were minimal for several reasons: the older students used their maturity to intimidate the younger students, and the headmaster used the threat of scholarship removal to intimidate both young and old.

Furthermore, the students' own prefect system helps to maintain order. I often walked into a student-supervised study hall and found an offender on his knees before the class as punishment meted out by a prefect for disturbing the peace. Thirty or 45 minutes of kneeling was a common punishment.

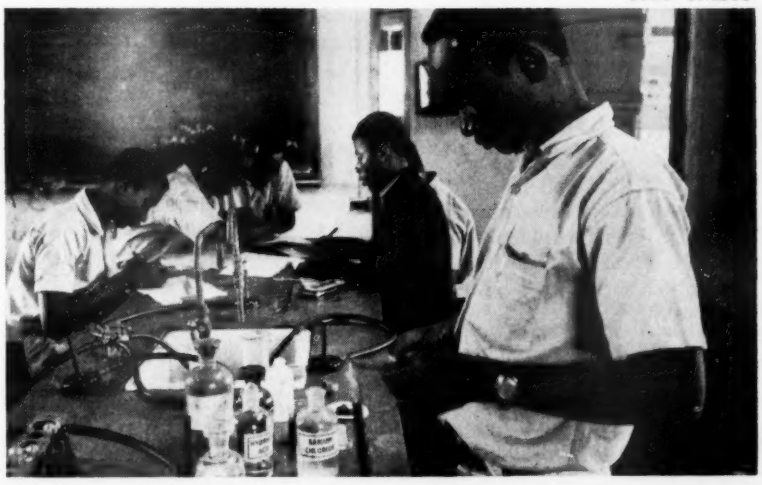
On the academic side, I found that teaching French went easily because my students, having studied English since the third year of primary school, were accustomed to the discipline of learning a new language.

History More Germane

History teaching, dealing with such universals as "the great man," "the king," "war," and "economics," did not present the cultural impasses that English social literature sometimes did. The language and history teacher also can find comfort in the students' almost incredible ability to memorize facts; but feats of memory tend to conceal the lack of understanding of ideas, and the teacher must patiently work to develop the connection between facts and ideas.

SCIENCE INTERESTS STUDENTS in the well-equipped laboratory of a metropolitan secondary school in Ghana.

Photo: UNESCO



Unfortunately there are obvious limitations to teaching as an American and not as an African. In all our classes we tried to relate classroom work to the African experience by using local examples in place of the European textbook details: the coconut palm for the oak, and the yam for the potato. By teaching ancient West African history instead of British colonial history, we hoped to develop a sophisticated pride in the students' own past.

Outside the classrooms, we found play-acting a entertaining method for tapping students' creative talents. Many of our students were natural actors and mimics with experience as performers in local dances and festivals.

Contrasts and Similarities

With all our attention to the African way, we found the differences in background between ourselves and our students sometimes made personal contacts unsatisfactory or superficial. A joke thrown out in class was often misunderstood or unappreciated. Students invited to our bungalow usually felt too shy and awkward to relax and speak with us casually and naturally.

Often a student would bring problems to us which were not in our own experience. How, for instance, do you deal with a girl who believes she is bewitched?

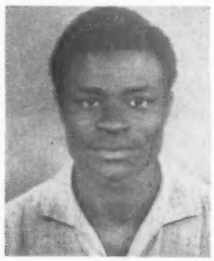
On the other hand, students exposed to our particular values and skills may have developed a more objective view of their own world by comparison and contrast with ours. They became aware not only of vast differences (the technological gap) but also of great similarities (the human factor).

Already students from Ghanaian secondary schools are swelling the ranks of an educated force both critical of its country's affairs and competent to make judgments in the world at large.

Nigerian Student Speaks

John Ojo, a 23-year-old Nigerian, is a biology major at Wesleyan University in Middletown, Conn. Before coming to the U.S., he taught science and mathematics at Ogbomosho Grammar School in Nigeria, where Peace Corps Volunteer Dorothy Hassfeld is now on the faculty.

This summer, John has been an intern in the Washington office of Congressman Henry Reuss of Wisconsin. An article by John was put into the Congressional Record **by Congressman Reuss on July 31. The following passage is a condensation of John's article.**



John Ojo

The Peace Corps, in addition to helping other countries to a better life, also corrects the mass ignorance of people about Americans.

An intelligent but handicapped farmer in Nigeria was taught the use of fertilizers on his farm by a Peace Corps boy who teaches in his town. After seeing the improvement of his crops, the farmer came to the boy and asked, "I thought they said the Americans will destroy us soon? Why do you help us?" The Peace Corps boy explained that the world situation was a result of lack of knowledge about nations and their motivation and their culture.

One of the aims of the Peace Corps is to be a forum for cultural exchange which, by promoting understanding and mutual respect, may bring peace to the world.

There is a reciprocal response from the people, who are now beginning to like the Americans who are teaching them, and from whom they are learning many valuable things.

Despite these successes, the Peace Corps cannot and should not be complacent. Mutual ignorance has jeopardized the Afro-American relationship in the past, and, no doubt, will do so in the future.

The U.S. is ignorant of the beliefs and aspirations of African students. To the students, the good will and friendliness of the United States are often interpreted as "imperialism in disguise."

Student Stranded

An African student who was nearly stranded in the U.S. was rescued from his misery by an American family. The student wrote to his supposedly well-informed family, asking them to write a letter of thanks to his generous hosts. Amazingly, his parents saw in this hospitality one more example of American propaganda. With this interpretation of genuine attempts to foster friendship in the world, the Peace Corps is faced with some serious problems.

The postcard incident in Nigeria was an outward expression of the accumulated hatred for the U.S. government. The hatred for Americans was not new on the university campus where the card was picked up.

The Future

The future depends on these young Africans who are bound to hold the reins of government. These students are found everywhere in the underdeveloped countries and it is only with their co-operation that peace and friendship can be built.

It is also through these men that the United States can learn the motives and aspirations of modern underdeveloped countries, which she desperately needs if she will avoid international blunders such as she has made in the past in many parts of the world, including Africa.

It is hoped that all other nations will emulate the good example of the United States to maintain a Peace Corps, a mission of peace.

Ansu: A Composite View Of a West African Student

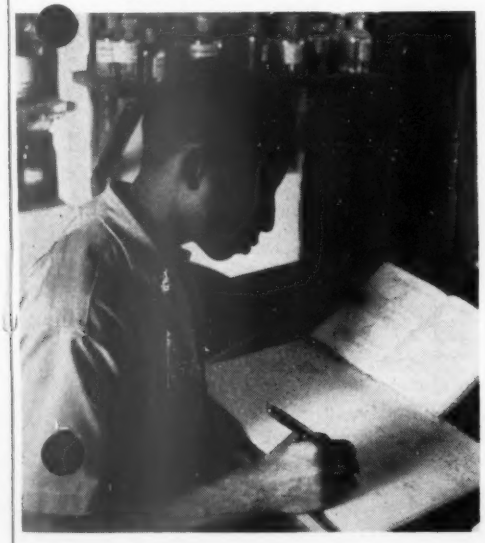
George DeWan, a Volunteer teaching in Sierra Leone, wrote the following profile of a representative secondary-school student. "Ansu does not exist," George says. "He is a composite of many boys I have taught, others I have known or possibly read about. But in many ways Ansu is more typical than any student I could have chosen at random."

Ansu has just finished the third form. He was born in 1944. (Or was it 1945? He is not too sure since there are no records. Nor does he have any idea of the month or day, but he does know from his parents that it was in the dry season.) He has five brothers and three sisters (his father, being a Muslim, has two wives). No one else in his family has received any education.

Ansu knows he was born in a little village of about 500 persons too far from any large town to have schools or electricity. The family lived in a two-room, mud-and-wattle, thatched-roof house built by his father. His family scratched out a simple living raising rice, some cassava (a plant grown for its edible root), groundnuts, and a few greens on a small plot of land.

From the time he was first able, Ansu learned to carry water, gather firewood, wash clothes in the creek, pound rice, and scavenge the countryside for bananas, plantains, coconuts, mangoes, and papaya.

TYPICAL STUDENT might be the Ansu described by George DeWan.
Photo: UNESCO



Primary School

When Ansu was seven, he accepted the invitation of a relatively prosperous uncle in a larger town to go live with him and attend the local primary school.

This was a completely new and fascinating world for Ansu, but being naturally bright and outgoing, he adapted readily.

Ansu was eager to learn and quick to appreciate all that was being offered to him. In the first year, classes were conducted in Temne, the local language. In his second year, instruction began (little by little) in English.

Ansu found it tremendously difficult to master a completely new tongue. The difficulty was compounded because the teacher had only a first-form education himself, and spoke the language poorly.

Poor English instruction continued through most of Ansu's primary years and, as a result, when he finished primary school his mastery of English was far from complete.

Secondary School

Ansu did passably well on the Common Entrance Exam, and was accepted by a secondary school. He received a government scholarship, which paid his annual tuition of 10 guineas—about $30 at official rates.

For the next two years, Ansu worked during the day getting an education, and during the evening supporting himself. He washed clothes, cooked meals, and did other odd jobs to pay for his food and lodging. In his free time, he pored over his books, often by candlelight in the middle of the night. With these somewhat less than ideal conditions he progressed slowly.

In the fall of 1961, a benefactor offered to pay his boarding fees of 21 pounds a year (about $60), and Ansu moved onto the school compound as a boarder. Relieved of the responsibilities of outside work, he made considerable progress over his previous efforts.

Ansu Today

So, now about 18 years old, what is he like, this boy who has come so far from his original environment? His background in English, science, and math is weak, and he realizes it. He has a fairly clear idea of the amount of work necessary to finish secondary school and pass the General Certificate of Education exams.

He likes to read (but seldom finds time for reading material not related to his schoolwork), to dance, to play football, and to take an occasional swim in the river. Outside these things, his leisure activities are virtually nonexistent.

As for his future, Ansu would like to go to a British or American university and become a doctor of medicine. But he is aware enough of his limitations to say that, if this is not possible, he would at least like to finish secondary school and eventually get a teaching certificate.

He has (like his peers) an honest interest in becoming as educated as possible, and in coming back and helping his people. Ansu has a strong feeling of obligation to repay in some way the moral and financial debts he has incurred over the years.

Whatever Ansu achieves will be the result of native intelligence, diligence, patience, and oughtright good fortune. What he has already achieved, however, puts him intellectually in the top 10 percent of his country.

Note for Librarians

Volunteers in West Africa who are organizing school or town libraries may be interested in ordering a book on the subject: *Organization of Small Libraries* by Joan Allen.

This paperback contains many helpful ideas as well as a list of suggested periodicals. It can be obtained for 3/6 through the Oxford University Press, Jubilee Market Street, Ibadan, Nigeria.

Pakistan Volunteers Sift Jobs for New Arrivals In Survey — — 'Operation PEACEPAK'

Setting what may eventually become a precedent for planning future Peace Corps programs, the 57 Volunteers in Pakistan have successfully completed "Operation PEACEPAK" —a painstaking survey of jobs to which new Volunteers will be assigned this fall.

Taking time off from their assignments as teachers, engineers, nurses, community-development workers and agricultural extension workers, or using free time during vacations, the Volunteers visited each institution that had requested new Volunteers.

They were armed with a kit of questionnaires and assessment sheets which they and Acting Peace Corps Representative Maurice Sill had prepared at the quarterly conferences at Peshawar and Comilla. The Volunteers talked with the heads of the institutions and interviewed the proposed immediate supervisors and coworkers on details of the assignments.

Jobs Rated

During three-to-five-day visits, the Volunteers lived in the job, sometimes taking part in the daily routine. They studied available housing, work space, and equipment. They tried to judge all factors bearing on the potential success of the assignments and then they gave a rating to each of the proposed jobs.

More than 140 requested assignments were assessed in this fashion, ranging from the jobs of agronomist at the Agricultural Research Institute in Peshawar, West Pakistan, to botany teacher at Daulatpur College near Kulna, East Pakistan.

All of the assessments were forwarded to the Peace Corps training program at the University of Minnesota, where the jobs were matched, as far as possible, to the 78 trainees preparing for assignments in Pakistan. In addition, the Volunteers who conducted the surveys wrote detailed letters to the trainees at Minnesota explaining the nature of the assignments and discussing the living and working conditions.

More Active Posts

As a result of their surveys, several Volunteers who were under-employed in their original assignments were transferred to more productive posts.

The new contingent of Volunteers is to arrive in Pakistan in late September.

Kennedy Greets 600 Training in Washington Area

Six hundred and three Peace Corps trainees preparing in the Washington area for overseas assignments visited President Kennedy Aug. 9 on the south lawn of the White House.

The President welcomed the trainees with special pleasure because they had "committed themselves to a great adventure." He repeated his hope that Peace Corps Volunteers would return to careers of service in the Government.

After informal conversation with the trainees, the President on the spur of the moment ordered a special tour of the White House for the trainees.

YOUNG IN SPIRIT, senior Peace Corps Volunteers from 60 to 76 years old, were greeted by President Kennedy at the White House on Aug. 30. "Your presence inspires us all," the President told the Volunteers, teachers and technical experts headed for projects in Ethiopia, West Pakistan, Malaya, Brazil, India, and Peru. Pictured are Blythe Monroe (left), Cora Parrish, Mrs. Chester Wiggins, Ralph Cole, Beulah Bartlett, Alfred Pond, President Kennedy, Frances Cunha, Melissa Moore, Lena Walden, William Darricott, Gertrude Becker, and Chester Wiggins. Cole, 76, is the oldest Volunteer in the Peace Corps. Mr. and Mrs. Wiggins are the parents of Associate Peace Corps Director Warren Wiggins.

LATEST OVERSEAS DEPARTURES

To: Quito, Ecuador

Date: Aug. 7, 1962

Suzanne Bailey, King Ferry, N.Y.
James Belote, Kowloon, Hong Kong
John Bowlin, Kansas City, Kan.
Garry Brim, Bowling Green, O.
Earle Brooks, Bethpage, N.Y.
Rhoda K. Brooks, Minneapolis, Minn.
Mary Brown, Springfield, N.J.
Charles Bucknell, Santa Paula, Cal.
James Capps, Vista, Cal.
Elliott Davis, Riverside, R.I.
Harriet Duncan, Chula Vista, Cal.
Julie Ellis, Stockton, Cal.
Edward Ende, Carnegie, Pa.
Robert Flick, Orchard Park, N.Y.
Robert Flint, Van Nuys, Cal.
Floyd Foster, Coahoma, Miss.
Emily Funk, Midvale, Utah
Janice Gallagher, Sacramento, Cal.
Rudy Garcia, Hayden, Ariz.
Stephen Gilbreath, Center, Col.
Clarence Glover, Union, Me.
Morris Gross, Los Angeles, Cal.
Ralph Gunnulson, Cambridge, Wis.
Tavita Hernandez, Austin, Tex.
Michael Higbee, Washington, D.C.
Patricia Kohn, Salem, Mass.
Mary Lucey, Canoga Park, Cal.
Samuel McPhetres, Juneau, Alaska
Gerald Miller, Omaha, Neb.
Nick Mills, Glen Ellyn, Ill.
Jere Mitchell, Lincoln, Neb.
David Nelson, E. Lansing, Mich.
Hili Padilla, Los Angeles, Cal.
Ronald Peters, Everett, Wash.
Jane Phillips, Esparto, Cal.
Suzanne Preston, Battle Creek, Iowa
Brian Schaffer, Norwalk, O.
Francisco Serrano, Laredo, Tex.
Martha Seymour, New York, N.Y.
James Skelton, Louisville, Ky.
Thomas Smith, Philadelphia, Pa.
Lucy Starbuck, Lancaster, Pa.
Glen Tewksbury, Thousand Oaks, Cal.
Milton Thomson, Palmyra, Neb.
Michael Valentine, Ogden, Utah
Peter Wall, Clinton, Conn.
Esther Warber, Ravenna, Mich.
Joanne Yokobosky, Niagara Falls, N.Y.

To: Caracas, Venezuela

Date: Aug. 12, 1962

Kenneth Anderson, Winnebago, Minn.
Val Ballard, Corvallis, Ore.
Rex Bullen, Mason, Mich.
Roger Campbell, Pierpont, O.
Henry Crouch, Courtland, Miss.
Sandra Dyson, Paducah, Ky.
Benjamin Gauss, Holcomb, N.Y.
Paulene Hendrix, Mangham, La.
David Irwin, Mohnton, Pa.
Don Klingenberg, Amado, Ariz.
Henry Martin, Saline, La.
Delmar McCarley, Russellville, Ky.
Floydena McClennan, Butte, Mon.
Walter Mischke, Theilman, Minn.
Daniel Rodriguez O'Farrill, P.R.
Larry Oleson, Beaverton, Ore.
Leonard Ollice, Clinton, Tenn.
Harriette Osborn, Kadoka, S.D.
Don Pepo, North Hollywood, Cal.
Michael Peters, Grundy Center, Iowa
Maria Ramirez Diaz, P.R.
Roger Redington, Galena, Ill.
Julie Richie, Comstock, Wis.
Doris Rowley, Durand, Ill.
Mickey Rudd, Sudan, Tex.
Arthur Russell, Beaver Dams, N.Y.
Miriam Santiago Seda, P.R.
Mary Seberger, Cozad, Neb.
Maurice Spencer, Kalkaska, Mich.
Laurence Voss, Plainfield, Ill.
Royce Zesigner, Exeland, Wis.

To: Monrovia, Liberia

Date: Aug. 14, 1962

John Acherman, Mineral Pt., Wis.
Jerry Adams, Marble Rock, Iowa
Neil Armann, San Jose, Cal.
Joan Atwood, La Crescenta, Cal.
Ronald Atwood, Laguna Beach, Cal.
David Baur, Bay Port, Mich.
Barbara Beam, Spruce Pine, N.C.
Julie Bringelson, Central City, Neb.
Richard Bringelson, Gothenburg, Neb.
James Carroll, Stratford, Conn.
June Carroll, Bridgeport, Conn.
Theodore Crane, Palm Desert, Cal.
Roberta Colville, Detroit, Mich.
Andrea Crease, Kingston, Pa.
John Crist, Toulon, Ill.
Allen Davis, Denver, Col.
Nancy Dawson, Decatur, Ill.
Barbara Doutrich, Kirkland, Wash.
Sue Evans, State College, Pa.
James Gardner, Eugene, Ore.
Raymond Gargiulo, Cleveland, O.
Larry Grahl, Clyde, O.
Mary Hamann, Palmyra, Mich.
Minnie Heard, Atlanta, Ga.
Doris Heitman, Davenport, Wash.
William Hess, Bakersfield, Cal.
Betty Hiesterman, Pocahontas, Iowa
Lois Hirst, Miamisburg, O.
Stephen Hirst, Miamisburg, O.
Clara Hull, Hagerstown, Md.
Amos Isaac, San Bernardino, Cal.
Karen Johnson, Springfield, Utah
Wallace Jordan, Philadelphia, Pa.
Jo-Ann Kachigian, S. Milwaukee, Wis.
James Kennedy, Princeton, N.J.
George Koch, Doylestown, O.
Barbara Kral, San Lorenzo, Cal.
Craig Leffler, Mohnton, Pa.
Irene Leffler, Mohnton, Pa.
William Livingston, Galena, Kan.
Geraldine Markos, McKeesport, Pa.
Marianne McDonnell, Rochester, Minn.
Barbara Meyers, Waterloo, Iowa
Alfonse Miksis, Chicago, Ill.
Susan Miller, N. Manchester, Ind.
Julia Moore, W. Mifflin, Pa.
Edward Morgan, McKeesport, Pa.
Roger Natte, Sibley, Iowa
Faye Nelson, Garden City, Iowa
Thomas Otwell, Delmar, N.Y.
Ronald Pinkerton, Schenectady, N.Y.
Francis Pollock, Yonkers, N.Y.
Barbara Prikkel, Bronx, N.Y.
George Radcliffe, Plymouth, N.H.
Kathleen Ralbovsky, Johnstown, N.Y.
Ralph Rodgers, Richmond, Cal.
Robert Sadler, Gatesville, Tex.
Philip Salisbury, Phelps, N.Y.
Peter Schwab, New York, N.Y.
Ellsworth Sinclair, Annandale, Va.
Gloria Small, West Caldwell, N.J.
Theodore Small, Brooklyn, N.Y.
Carol Smith, Marysville, Wash.
David Smith, Seattle, Wash.
Naomi Smith, Sacramento, Cal.
Jack Soldate, Corona, Cal.
David Swanston, Pueblo, Col.
Clyde Titus, Champaign, Ill.
George Tresnak, Cedar Rapids, Iowa
George Vance, Findlay, O.
Evelyn Vough, Scottdale, Pa.
Larry Walker, Tuscumbia, Ala.
Beverly Weaver, Kansas City, Kan.
Leon Weintraub, Brooklyn, N.Y.
Larry White, Downsville, La.
Angene Wilson, Lakewood, O.
Jack Wilson, Adrian, Mich.
Thomasyne Wilson, Youngstown, O.
Frederick J. Zamon, E. Detroit, Mich.
Bob McAndrews, Manhattan Beach, Cal.

To: Tunis, Tunisia

Date: Aug. 14, 1962

Guy Arnold, Covington, Va.
Elmer Art, Los Angeles, Cal.
Glynn Barr, Earle, Ark.
June Bedell, Bellerose, N.Y.
Jean Begin, Kaysville, Utah
Lauritz Berg, Bisbee, N.D.
John Blossman, Tulsa, Okla.
Robert Boyd, Temple City, Cal.
Dennis Brennan, New York, N.Y.
Robert Bryson, Boulder, Col.
R. H. Buffenmyer, Florin, Pa.
Rose Burkhardt, Central Valley, N.Y.
Robert Butts, Huntington Sta., N.Y.
Charles Carlson, Oshkosh, Neb.
Charles Cohen, Dallas, Tex.
Geraldine Dailey, Warren, O.
Phillip Delfeld, Brownsville, Wis.
Glen Evans, Berwyn, Neb.
Jerry Fite, Dadeville, Mo.
D. C. Hanchett, Ticonderoga, N.Y.
Marvin Hart, North Haven, Conn.
Oscar Haugen, Argyle, Minn.
Thomas Hawthorne, Kensington, Md.
Walter Hood, Omaha, Neb.
Henry Jennings, Frankfort, Ind.
Donald Johnson, Home, Pa.
Winfred Jones, Daytona, Fla.
David Jorgenson, Des Moines, Iowa
Judy Julian, New Britain, Conn.
John Kern, Iowa City, Iowa
Neil Lang, Seekonk, Mass.
Curtis Larson, Kiester, Minn.
James Laughton, Kailua, Hawaii
Regis Lemaire, Suncook, N.H.
Kurt Liske, Kent, O.
Melvin Manthey, Escanaba, Mich.
John Martinkovitch, Throop, Pa.
William Meade, Great Neck, N.Y.
Patricia Merritt, Bloomfield, Conn.
Virgil Moore, Aurora, Neb.
John Murphy, London, Conn.
Hubert Murray, Atlanta, Ga.
J. F. Nimmons, Danville, Va.
David Noack, Arlington, Minn.
David Perry, Berkley, Mass.
Rosalyn Post, New Rochelle, N.Y.
Felix Rilinger, Baileyville, Kan.
John Sanders, Camden, Ark.
Gary Scull, Harlan, Iowa
John Simmons, Springfield, Mo.
Timothy Storrs, San Anselmo, Cal.
Lowell Sykes, Idaho Falls, Ida.
Ina Tannenbaum, Teaneck, N.J.
Robert Trumpler, Aptos, Cal.
Jacques Ullman, Portola Valley, Cal.
Robert Vandenberg, Kaukauna, Wis.
Joan Ware, Schenectady, N.Y.
Donald Watson, Dover, Mass.
Wayne Wedell, Des Plaines, Ill.
Myles Weintraub, Rego Park, N.Y.
Jay Whiting, Allendale, N.J.
George Whitney, New Orleans, La.
Glenn Wilson, Taopi, Minn.
Roger Wolf, Cincinnati, O.
Artis Wright, Reidsville, N.C.

To: North Borneo/Sarawak

Date: Aug. 21-22, 1962

Marvin Adams, Huntington, Ind.
Geraldine Allison, Elk Grove, Cal.
Thaine Allison, Chico, Cal.
Robert Bergstrom, Cedar Falls, Iowa
Wallace Booker, Sullivan, Ill.
James Brock, Bridgewater, Mass.
Barbara Bruckholdrr, Lebanon, Pa.
Terrance Brungardt, Hays, Kan.
Edward Burris, Horseheads, N.Y.
Dan Cheek, Graham, N.C.
Rodney Copeland, Garnett, Kan.
Donald Dekker, McAllen, Tex.
Howard Derrickson, San Bernardino, Cal.
Joan Dillard, Charlottesville, Va.
Gale Dixon, Portland, Ore.
Lance Dodson, Wheeler, Ind.
Lowell Duval, Northampton, Mass.
Burt English, Tinker AFB, Okla.
John English, Tulsa, Okla.
Ronald Ferkel, Augusta, Mo.
Richard Fidler, Camp Hill, Pa.
Edwin Garvin, Los Angeles, Cal.
David Goux, Santa Barbara, Cal.
Alfred Grantham, Banning, Cal.
Joyce Hofman, Grand Rapids, Mich.
June Jensby, Webber, Kan.
Thomas Kajer, New Prague, Minn.
Madelyn Kajer, New Prague, Minn.
Marilyn Kinard, Seattle, Wash.
Fritz Klattenhoff, La Center, Wash.
Barbara Lorimer, Portland, Ore.
Torrey Lyons, Davis, Cal.
Olive Mangini, Medford, Mass.
Louise Mattioli, Brackenridge, Pa.
Gary McMurray, Longview, Wash.
Arvid Miller, Moose Lake, Minn.
Deanna Miller, Escalon, Cal.
Donald Miller, Escalon, Cal.
Robert Moran, Delano, Minn.
Kazuo Mori, Berkeley, Cal.
Lynn Patterson, Dayton, O.
Jeanne Peterson, Spokane, Wash.
Phillip Peterson, Pullman, Wash.
Andy Powers, Fresno, Cal.
Edwin Price, Palatka, Fla.
Guy Priest, Raymond, Wash.
Charles Richards, Brundidge, Ala.
Edwin Roberson, Longview, Tex.
James Seymour, Essex Fells, N.J.
Frank Sherman, Ravena, N.Y.
Randall Sherman, Freeport, Ill.
John Sias, Pittsburgh, Pa.
Thomas Smith, Crow's Landing, Cal.
Sally Sullenger, Martinez, Cal.
Bruce Thorson, Fergus Falls, Minn.
Dudley Weeks, Dallas, Tex.
Mary Jo Weeks, Bogalusa, La.
Mary Wodarczyk, Chicago, Ill.
John Woodward, Marshall, Va.
Jesse Zellner, Nashville, Tenn.

What Makes the Peace Corps Tick? Researchers Eye Training and Results

Like most going concerns, the Peace Corps must ask itself "How are we doing?" and "What results can we see?" and other questions that affect future operations.

Reports from overseas say that the Peace Corps is "working well," but the welfare of the Peace Corps cannot depend on generalities. So a specific research program has been instituted to determine needs for change and improvement in recruiting, selection, and training.

Research Division

The Division of Research in the Peace Corps is headed by Dr. Joseph Colmen, a specialist in selection research and in industrial, social, and clinical psychology.

Colmen, a professor of psychology at George Washington University, is former deputy chief of the Division of Selection of the Peace Corps.

For several months, teams of social scientists have been in different countries working with local specialists and with Volunteers to gather data.

Research projects already initiated fall roughly into three categories:

First, Volunteer selection methods are being weighed against assessments of Volunteers' accomplishments. Harvard, Columbia, the University of Maryland, and the American Institute for Research are engaged in this study.

Second, the Peace Corps wants to determine the impact of Volunteers' work in their host countries. For example, how do Volunteers living and working in a new African country affect the people with whom they work? In what ways will Volunteers actually assist the development of new countries?

Local Assistance

For study of these questions in Africa and Latin America, local social scientists will assist Americans. In Brazil, for example, a University of Texas team will work with Brazilian social scientists to study the effect of Volunteers' work in rural communities.

Such co-operation in the social sciences will add a new dimension to several Peace Corps projects: the training of host-nation researchers.

The third area of research aims at the Volunteer himself; what changes will occur in his interests, values, beliefs, and future plans after he has spent two years abroad? A research team is preparing to study the whole field of motivations for Peace Corps service.

Future Studies

Eventually, research will be concerned with the effect returning Volunteers will have on American life: their communities, government, business, and education.

Future research studies will explore all areas of Peace Corps work in order to get sufficient quantitative data to pinpoint the need for change.

"Volunteers themselves will of course be the most valuable source of such data," Colmen says. "I hope that they will realize the far-reaching importance of these studies and will respond as co-operatively as they can."

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